

Response to Intervention in Special Education

What is Response to Intervention (RTI)

In Idaho, Response to Intervention refers to the general education practice of matching instruction and interventions to the needs of students as soon as those needs become apparent.¹ It is a data-driven framework involving frequent monitoring of student progress to determine if interventions are needed to improve individual student outcomes using evidenced-based practices.



<http://www.sde.idaho.gov/topics/rti/>

RTI is NOT the pathway to special education but is an educational tool that provides targeted instructional intervention to a student's area of specific need.

The Role of RTI in Special Education

The National Association of State Directors of Special Education (NASDSE) defines RTI as "the practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions."² Because RTI is the practice of matching and providing instruction and intervention for systematically monitoring student progress and making decisions about the need for intensified services, all students, including those students with individual education Plans (IEP's), are serviced within this multi-leveled framework. Ongoing progress monitoring can be used with students on IEP's to identify when a student has met benchmarks and/or identified goals, allowing for a flexible special education service delivery system that is responsive to student need. Students requiring special education services to adequately address needs in a specific area may also receive instructional support through³ Tier 2 or Tier⁴ 3 for needs in other areas in which they are not eligible.

The Role of RTI in Specific Learning Disability Eligibility for Special Education

The Individuals with Disabilities Education Act⁵ (IDEA) of 2004 indicated that students must receive appropriate instruction in general education from qualified personnel before determining a student has a Specific Learning Disability (SLD) that requires special education services. RTI practices focus on providing appropriate general education interventions that directly relate to the IDEA requirement of a comprehensive and individual evaluation for all students who are being considered for special education eligibility and services. When a student does not make sufficient progress during core instruction; tier 2 and 3 interventions; data collected from observations, diagnostic assessments and progress monitoring data are used as a part of the comprehensive special education evaluation.

The use of RTI strategies cannot be used to delay or deny the provision of a full and individual evaluation, pursuant to 34 CFR §§300.304-300.311, to a child suspected of having a disability under 34 CFR §300.8.

¹ Adapted from Special Ed Connection

[http://www.specialedconnection.com/LrpSecStoryTool/index.jsp?contentId=10005&chunkid=370225&query=\(\(RESPONSE+TO+INTERVENTION\)\){RTI}\)&topic=Main&chunknum=1&offset=0&listnum=0#links](http://www.specialedconnection.com/LrpSecStoryTool/index.jsp?contentId=10005&chunkid=370225&query=((RESPONSE+TO+INTERVENTION)){RTI})&topic=Main&chunknum=1&offset=0&listnum=0#links)

² NASDSE, 2006, p. 5

³ Tier 2 defined: Direct skill instruction delivered with increased intensity and duration.

⁴ Tier 3 defined: Direct explicit skill instruction delivered with increased intensity and duration.

⁵ IDEA of 2004, (P1108-446)